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ABSTRACT

A study was conducted to document the educational status, history, and standardized test performance of London, Ontario, students in the first-grade class of 1978-79 who did not reach the fourth grade by the fall of 1981. Additionally assessed was the predictive validity of Early Identification Ratings (EID) made in 1978-79. The following variables were available for investigation: sex, year, and month of birth; early identification ratings for language and mathematics (combined for 1978-79) and separate ratings for reading and mathematics for the school years 1979-80, 1980-81, and 1981-82; an indicator of each student's educational status in the fall of 1981 and 1982; OTIS IQ and standard scores, and CTBS standard scores for reading comprehension, mathematics computation, mathematics problem solving, and an average of these latter three scores. Among the results, about one-fifth of these academically unsuccessful students were highly rated in first grade; such students were two or three times as likely to receive low EID ratings after first grade than were all students. Students in the first-grade class of 1978-79 who did not reach fourth grade in the fall of 1981 were more likely to be boys and to have been born in the last half of the year. (RH)

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Research Report 83-03

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EARLY IDENTIFICATION SYSTEM: FOLLOWUP OF THOSE STUDENTS IN THE GRADE 1 CLASS OF 1978-79 WHO DID NOT REACH GRADE 4 IN 1981-82

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In a previous paper (Stennett & Earl, 1982) the three-year educational history of the grade 1 class of 1978-79 was described in some detail and their 'status' as of the fall of 1981 documented. The main purpose of that study was to describe the relationships between the Early Identification Ratings (EID) received by those students and their subsequent educational progress, including their performance on standardized tests of intelligence (OTIS) and achievement (CTBS) administered system-wide in grade 4 during the fall term.

Since about 8 percent of the grade 1 class of 78-79 did not reach grade 4 in the 'normal' number of years, no measures of ability or achievement were available for them at the time the above report was written. The purpose of this report is to describe the educational history, status and standardized test performance of this group. Since this group of students was the least successful of all of the members of the grade 1 class of 1978-79, it represents a key group in terms of which the predictive validity of the EID ratings can be assessed.

METHOD

Sample

All 216 students who were in grade 1 in 1978-79, had not reached grade 4 by 1981-82, and were still in the system were included in this study.

Followup Procedures and Availability of Data

The following procedures were used to locate as many of the target students as possible:

(1) From the original file for the grade 1 class of 1978-79 a list was created of all those students who were still in the system during the fall term of 1981 but who had not yet reached grade 4.

(2) A file of all grade 4 students to whom the CTBS and OTIS tests were administered in the fall of 1982 was checked to locate and obtain test data for all target students who took these tests.

(3) A file of all students enrolled in 1982-83 in special education classes was checked to identify any students who were not identified by step 2 above.

(4) A file of all students enrolled in grade 3 in 1982-83 who were given EID ratings was checked to identify students not located by steps 2 and 3 above.

(5) Finally, using the remaining students' last known school location, telephone calls were made to the schools to discover their whereabouts.

Variables Available For Study

The following variables were available for study: sex, year and month of birth; early identification ratings[1] for language and mathematics combined for 1978-79 and separate ratings for reading and mathematics for the school years 1979-80, 1980-81 and 1981-82;[2] an indicator of each student's educational 'status' in the fall of 1981 and 1982; OTIS IQ and standard scores, and CTBS standard scores for Reading Comprehension, Mathematics Computation (London Math), Mathematics Problem Solving and an average of these three scores.

Data Analyses

All data analyses were conducted by computer using standard statistical programs (S.P.S.S.). The basic analyses consisted of compiling frequency distributions for all variables for the entire group of students and separate sets of distributions for students grouped by the EID rating they received in grade 1.

RESULTS

Table 1 gives the educational status of the students, as of September 1982, by the school team EID rating given in grade 1. Although the majority of these students (80%) have reached grade 4, a significant number (16%) are still enrolled in special classes. The remainder are either repeating a grade (1%) or have left the system (3%).

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[1]EID ratings, made by classroom teachers and school teams separately for language/reading and mathematics, consist of a simple scale, as follows:

0 = insufficient contact with students to make a judgment
1 = student will be ready, by the end of the school year, for the work of the next school year
2 = student *may not be ready*, by the end of the school year, for the work of the next school year
3 = it is *quite certain* that the student *will not be ready*, by the end of the school year, for the work of the next school year.

[2]Because some students were in special classes during some of these years, EID ratings are not available for all students for all years.

Although there is no relationship, in this group, between grade 1 EID ratings and having reached grade 4, there is a slight tendency for less favourable EID ratings to be associated with special class placement.

About one-fifth of this group of students, who have had the least successful academic progress of the entire grade 1 class of 1978-79, were given an EID rating of one in grade 1. This fact reinforces the notion that annual screening or review is well advised.

Table 2 gives a description of the target group of students in terms of a number of educational history and standardized test variables, by grade 1 EID rating. For reference purposes comparable figures for the *entire* grade 1 class of 1978-79, including the target students, are also presented. The following trends are evident:

(1) Students in the target group are more likely to be boys and much more likely to have been born in the last half of the year.

(2) Although less likely to have repeated grade 1, students in the target group are very much more likely to have repeated grade 2 or grade 3. This trend is especially marked for students who received grade 1 EID ratings of 2 or 3.

(3) Students in the target group are two or three times as likely to receive EID ratings of 2 or 3 in the years following grade 1 than are all of the students in the grade 1 class of 1978-79. That this pattern is not clearer is due, in part, to the fact that many of the EID ratings were given to target group students during the years they were repeating grades. In addition, some of the less successful of these students were in special classes during one or more years and, therefore, did not receive EID ratings.

(4) Despite the fact that the target students have had an additional year of instruction, their performance on the CTBS and OTIS tests is substantially worse than that of the grade 1 class of 1978-79. Approximately twice as many target students have CTBS scores on the various subtests that are one or more standard deviations below the mean. It should also be noted that the standardized test data are only available for that 80% of the target group that managed to attain regular grade 4 placement.

This trend is even more pronounced for the OTIS test results, with three times as many target students having IQ standard scores one or more standard deviations below the mean. The mean IQ for the target group is 86.

SUMMARY

This study documents the educational status and history of those students of the grade 1 class of 1978-79 who did not reach grade 4 the fall of 1981. As might have been expected, students in this group are more likely to be boys and to have been born in the last half of the year. They have all, of course, either repeated a grade or been enrolled in a special class.

Despite an additional year of instruction, the performance of these students on standardized tests of achievement and ability is well below average.

REFERENCE

Stennett, R. G. & Earl L. M. *Early Identification System: Three-year Followup of the Grade 1 Class of 1978-79.* Board of Education for the City of London, Ontario. Research Report 82-04, 1982 (mimeo).

TABLE 1 Educational Status of Students, As of September 1982, by School Team Early Identification Rating (EID) in Grade 1.

Status As Of September 1982	School Team EID Rating in Grade 1						Totals	
	1		2		3			
	N	%	N	%	N	%	N	%
In Grade 4	36	80	58	79	78	81	172	80
In Special Education Class	5	11	11	14	17	17	33	16
Repeating Grade			2	3			2	1
Left the System	4	9	2	3	1	1	7	3
Totals	45	100	73	99	96	99	214	100
Percent by Team Rating	21.0		34.1		44.9			

TABLE 2 Educational History and Standardized Test Variables for the Target Students, by Grade 1 Early Identification Rating (EID), and for the Entire Grade 1 Class of 1978-79.

Variables	1978-79 Students Who Had Not Reached Gr.4 by September 1982			All 78/79 Grade 1 Students
	Team EID Rating: Gr. 1			
	1	2	3	
Number of Cases	45	73	96	2771
Percent of Cases	21	34	45	100
Percent Male	51	63	58	52
Percent Born July to December	43	75	76	54
Percent Repeating Grade 1	7	4	3	10
Percent Repeating Grade 2	18	44	71	7
Percent Repeating Grade 3	35	83	86	8
% Second Year Reading Rating of 2 or 3	66	78	62	24
% Second Year Math Rating of 2 or 3	60	63	43	18
% Third Year Reading Rating of 2 or 3	73	57	50	23
% Third Year Math Rating of 2 or 3	68	33	32	16
% Fourth Year Reading Rating of 2 or 3	51	52	54	--
% Fourth Year Math Rating of 2 or 3	40	43	43	--
% With Reading Comp. S.S. $\leq$ 50	33	44	32	21
% With London Math S.S. $\leq$ 50	50	45	45	19
% Math Problem Solving S.S. $\leq$ 50	41	46	39	20
% Average S.S. $\leq$ 50	27	47	34	14
Mean OTIS IQ	87	86	86	102
% OTIS IQ S.S. $\leq$ 50	60	65	65	19